

Food and Nutrition	Autumn Term- Healthy Eating		Spring term- International cuisine		Summer term- British Cuisine	
Year 7 Food	1	2	3	4	5	6
Topic Summary	Healthy Eating		International Cuisine		British Culture	
Thinking Hard	To apply your understanding of food safety to an unseen recipe	To apply our food knowledge to cook following an unseen recipe	To analyse the five senses in your finished product	To apply understanding of presentation skills to the final product	To apply understanding of food provenance to ingredients in a range of recipes	To understand when to apply the correct cooking methods to a new recipe
Developing Character	Gratitude - Showing gratitude for food provided and how we can use food in a sensible way without wasting it.	Kindness - Showing kindness to others, working together as a team.	Curiosity - Looking at the eatwell plate and where dishes we eat on a daily basis comes from.	Mindfulness - Practical skills linked to mindfulness.	Kindness - Working in teams during practical lessons.	Mindfulness - Baking and cooking techniques.
Understanding Diversity	Respecting Human Rights - Thinking about other people's opinions surrounding food, special diets, food choice and cultural decisions.	Awareness of where we live - Links to a healthy and balanced diet, where we can source local food from and how food effects our body.	Respecting Human Rights - Looking into other cultures and understanding food from other countries.	Being a world citizen - promoting food that is popular around the world. Star baker in lessons.	Awareness of where we live - What foods do we have available to use everyday?	Respecting human rights - Acknowledging different types of food, alternative ingredients.
Literacy Reading, Oracy	Literacy - Key words used. Technical terms linked with equipment in the food room and the dishes they will be cooking.	Oracy - Technical knowledge when cooking, for example bread/gluten etc. How can pupils recognise specific terminology with the practical element to healthy cooking.	Literacy - promoting key words linked with other countries and skills that will be used in practicals.	Oracy - verbalising knowledge learnt in practical lessons.	Literacy - Promoting key terms used in GCSE.	Oracy - being open about food terminology and how to improve particular techniques IE kneading etc.
Gatsby, Careers	Food health inspector		Food critic/food blogger		Farmer, food nutritionalist	
Inclusivity	Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons	
Mental and Physical Well-being	Mental - Cooking and practical skills is proven to improve mental health.	Physical - Showing safe cooking methods in the food room and using equipment for the correct food groups.	Mental - Working with different ingredients and skills (baking is linked to improve mental health)	Physical - Resilience of practical skills shown in lessons.	Physical - Working with new ingredients and technical skills.	Mental - Working with therapeutic techniques. Showing everyday skills - i.e. housekeeping, clearing up, time management.
Cross-Curricular Links	Science - Key words and terms linked to methods and dishes.	Maths - Measuring and weighing out ingredients.	Geography - looking into other countries and places.	History - Skills linked to how food has been made around the world in particular ways.	Science - Reactions in food	Art - presentation skills.
Extra-Curricular Links	Black History Month - Process into where ingredients come from and how these can be influenced by other cultures and countries.	Anti Bullying Week - Star baker for food practicals , praising pupils who have done well.	Random Acts of Kindness - Working in groups during practical lessons	International Women's day - Homework on women chef's	World day for Cultural Diversity - Comparing familiar to unfamiliar food	Pride Month - Embedding this into practicals i.e. colours? Pie lesson.
RSHE	Relationship with the body - Promoting a positive relationship with food and links to the body/appearance!	SMSC - Learning about health and aspects of food that can affect health.	SMSC - Understanding culture, and different backgrounds around the world.	Links to other cultures - Pupils learn about other cultures and food.	Relationship with the body - Working with food processes/ links to eat well plate.	SMSC - Working with others in groups. Social skills.
Extended learning checks		Whole school assessment		Whole school assessment		end of year practical skills test
Precise Learning Endpoints. We want students to learn/be able to:	1. Explain what the eatwell plate is. 2. Use equipment such as bowls, chopping boards and cutlery with confidence. 3. Explain what the basic health and safety procedures are in the food room. 4. To demonstrate basic knife skills such as claw and bridge.	1. Acknowledge the different parts of the eatwell plate. 2. To show independence during practical lessons in the food room. 3. Understand the function of basic ingredients such as flour, eggs, meat and fish.	1. Explain the term international. 2. Define what imported means and how food can get to different countries. 3. Use senses to analyse food.	1. Explain what the word culture means and how it links to diversity at Cowplain. 2. Give examples of cultural dishes from around the world.. 3. Demonstrate cutting, frying and presentation skills during practical lessons.	1. Give examples of food that comes from the UK. 2. Explore samples of British food using our 5 senses. 3. To develop new skills based around the principle of food: food provenance (locality, seasonality etc)	1. Explain the difference between international and UK based foods. 2. Demonstrate cooking methods in order to prepare and make food. (Welsh cakes/pies/pasta/scones) 3. To develop high quality language linked to technical skills. (key words)

Food and Nutrition	Autumn Term		Spring term		Summer term	
Year 8 Food	1	2	3	4	5	6
Topic Summary	Food and colour		The wonderful world of bread		Raising up	
Thinking Hard	Mastery of Learning - Showcasing knowledge about the food room in terms of procedures and tools and equipment and their functions.	Acquiring Knowledge - Developing practical and theoretical knowledge when making healthy dishes.	Changing the world - Promoting culture and looking into other countries. Celebrating food from around the world.	Acquiring Knowledge - New knowledge of food that may not have been eaten yet by pupils.	Acquiring Knowledge - Understanding the function of foods and exploring new skills.	Mastery of Learning - Understanding skills and use of key words linked to practical skills.
Developing Character	Gratitude - Showing gratitude for food provided and how we can use food in a sensible way without wasting it.	Kindness - Showing kindness to others, working together as a team.	Curiosity - Looking at the eatwell plate and where dishes we eat on a daily basis comes from.	Mindfulness - Practical skills linked to mindfulness.	Kindness - Working in teams during practical lessons.	Mindfulness - Baking and cooking techniques.
Understanding Diversity	Respecting Human Rights - Thinking about other people's opinions surrounding food, special diets, food choice and cultural decisions.	Awareness of where we live - Links to a healthy and balanced diet, where we can source local food from and how food effects our body.	Respecting Human Rights - Looking into other cultures and understanding food from other countries.	Being a world citizen - promoting food that is popular around the world. Star baker in lessons.	Awareness of where we live - What foods do we have available to use everyday?	Respecting human rights - Acknowledging different types of food, alternative ingredients.
Literacy Reading, Oracy	Literacy - Key words used. Technical terms linked with equipment in the food room and the dishes they will be cooking.	Oracy - Technical knowledge when cooking, for example bread/gluten etc. How can pupils recognise specific terminology with the practical element to healthy	Literacy - promoting key words linked with other countries and skills that will be used in practicals.	Oracy - verbalising knowledge learnt in practical lessons.	Literacy - Promoting key terms used in GCSE.	Oracy - being open about food terminology and how to improve particular techniques IE kneading etc.
Gatsby, Careers	Home cooking - Developing skills that can be transferred at home - young careers/cooking for your family etc.	Possible Careers - Chef/Farmer/Sourcing company/Physical Education/Trainer	Careers - Advanced baker,	Careers -Practical dishes inspired by other countries.	Home cooking - Promoting dishes that can be replicated at home.	Possible Careers - Being aware of careers in food.
Inclusivity	Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons	
Mental and Physical Well-being	Mental - Cooking and practical skills is proven to improve mental health.	Physical - Showing safe cooking methods in the food room and using equipment for the correct food groups.	Mental - Working with different ingredients and skills (baking is linked to improve mental health)	Physical - Resilience of practical skills shown in lessons.	Physical - Working with new ingredients and technical skills.	Mental - Working with therapeutic techniques. Showing everyday skills - i.e. housekeeping, clearing up, time management.
Cross-Curricular Links	Science - Key words and terms linked to methods and dishes.	Maths - Measuring and weighing out ingredients.	Geography - looking into other countries and places.	History - Skills linked to how food has been made around the world in particular ways.	Science - Reactions in food	Art - presentation skills.
Extra-Curricular Links	Black History Month - Process into where ingredients come from and how these can be influenced by other cultures and countries.	Anti Bullying Week - Star baker for food practicals , praising pupils who have done well.	Random Acts of Kindness - Working in groups during practical lessons	International Women's day - Homework on women chef's	World day for Cultural Diversity - Comparing familiar to unfamiliar food	Pride Month - Embedding this into practicals i.e. colours? Pie lesson.
RSHE	Relationship with the body - Promoting a positive relationship with food and links to the body/appearance!	SMSC - Learning about health and aspects of food that can affect health.	SMSC - Understanding culture, and different backgrounds around the world.	Links to other cultures - Pupils learn about other cultures and food.	Relationship with the body - Working with food processes/ links to eat well plate.	SMSC - Working with others in groups. Social skills.
Extended learning checks		EOTT	Whole school assessment		Whole school assessment	
Precise Learning Endpoints. We want students to learn/be able to:	1. Explain what the eatwell plate is. 2. Use equipment such as bowls, chopping boards and cutlery with confidence. 3. Explain what the basic health and safety procedures are in the food room. 4. To demonstrate basic knife skills such as claw and bridge	1. Acknowledge the different parts of the eatwell plate. 2. To show independence during practical lessons in the food room. 3. Understand the function of basic ingredients such as flour, eggs, meat and fish.	1. Explain the term international. 2. Define what imported means and how food can get to different countries. 3. Use senses to analyse food.	1. Explain what the word culture means and how it links to diversity at Cowplain. 2. Give examples of cultural dishes from around the world.. 3. Demonstrate cutting, frying and presentation skills during practical lessons.	1. Give examples of food that comes from the UK. 2. Explore samples of British food using our 5 senses. 3. To develop new skills based around the 6 principles of food.	1. Explain the difference between international and UK based foods. 2. Demonstrate cooking methods in order to prepare and make food. (Welsh cakes/pies/pasta/scones) 3. To develop high quality language linked to technical skills. (key words)

Food and Nutrition	Autumn Term		Spring term		Summer term	
Year 9 Food	1	2	3	4	5	6
Topic Summary	Health and safety relating to food, nutrition and the cooking environment		Choice of Food		Technical Skills	
Thinking Hard	Mastery of Learning - Understanding what food does to our body and how to adapt dishes to a consumer.	Development of Literacy - Understanding key terms linked to food science and investigations	Creating Independence - Showing understanding of different diets and knowledge of different foods.	Not fearing Failure - Promotion of people who can only eat particular foods, focus on different diets.	Creating Independence - Exploring Technical skills and language	Not Fearing Failure - Testing out techniques in order to improve
Developing Character	Grit - Understanding types of food/ special diets/ food choices of different people.	Curiosity - Food investigations/ understanding the importance of function of ingredients.	Mindfulness - Mindfulness of others and choices of what to eat. IE Medical/Religious/GF/Vegan	Self Assurance - confidence in working with different ingredients.	Self control - practising core techniques.	Self assurance - star baker
Understanding Diversity	Awareness of where you live - links to people around us, IE medical/religious/diets/illness. What can be bought in the supermarket?	Being a world citizen - testing out different ingredients that are sourced from different places/countries.	Being a world Citizen - Thinking about what food is eaten in other countries.	Respecting human rights - responding to ethical/moral/religious and choices of food during practical lessons.	No limits to your destination - Showing knowledge or new skills that can be accomplished	Being a world citizen - looking how particular foods are cooked around the world!
Literacy Reading, Oracy	Reading - Research into food choice/ revision and exam questions.	Literacy - scientific reactions to food.	Literacy - Linking different diets and ingredients to people who can eat particular foods.	Oracy - Being able to give examples of what food choice is.	Literacy - key words	Oracy - technical language used in practical lessons.
Gatsby, Careers	Food Quality Control Inspector/ Food Safety Officer		Vegan Social media Chef https://www.bbc.co.uk/bitesize/articles/zf4dnrd		Aesthetics Restaurant managers oversee their venues and make sure customers are satisfied with the food and service.	
Inclusivity	Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons	
Mental and Physical Well-being	Mental - Links to what we eat and mental health, having a positive outlook/ the effects of exercise on the body.	Physical - investigations in groups and working together.	Mental - Understanding the important of eat well plate/ types of food.	Physical - Physical benefits to cooking/ practising different methods.	Mental - Understanding skills that can be used at home.	Physical -Practical processes
Cross-Curricular Links	Geography - around the world/ diets/ social media	Science - links to investigations	PE - links to exercise and health.	Geography - links to choice of food/different countries and religion.	Science - skills and techniques	Art - being creative with food.
Extra-Curricular Links	Random Acts of Kindness - Star baker/ self assessment of dishes	International Women's day - homework based on women in the food industry/famous scientists.	Random Acts of Kindness - Star baker for practical lessons	International Women's day - homework task linked to women in food.	World day for Cultural Diversity - Practical lesson based on cultural food	Pride Month - Practical lesson linked to pride colours? Cakes?
RSHE	Culture - Understanding relationships with different foods/diets and cultures and link to section 5 of food theory	Relationships - working with others in groups	Relationship with food - Focussing on different food types awareness of people who can eat all foods!	SMSC - links to eat well plate, links to religious choices in food and reasons behind this.	Nutrition - Links with food practicals	SMSC - building on confidence for GCSE within practical skills linked to AQA.
Extended learning checks		Whole school assessment		Whole school assessment		End of year knowledge test
Precise Learning Endpoints. We want students to learn/be able to:	1. Name and explain the 6 different food groups. 2. Explain what food does to our bodies. 3. Understand why we eat particular food groups in our diet. 4.Adapt our meals to different consumers.	1. Explain what a raising agent is. 2. Explore chemical and biological processes. 3. Use keywords in line with raising agents. 4. Experiment and use raising agents in dishes.	1. Explain about different diets and choices of food. 2. Acknowledge the difference between religious choices and personal choices of food. 3. To be able to produce food which links different consumers with additional food choice needs.	1. To be able to develop new skills using different types of food. 2. To be able to show high quality presentation skills. 3. To be able to understand why people choose to eat different foods and to be aware of different diets.	1. Explain the 12 skills we cover in food technology. 2. To develop understanding of the function of foods. 3. To explain the different processes of how food can be cooked or made. IE denaturation/ rubbing in method/kneading.	1. Demonstrate some of the skills covered in . 2. Show independence when making dishes in preparation for KS4. 3. Acknowledge and explain key words used in lessons that link to practical skills.

Food and Nutrition	Autumn Term		Spring term		Summer term	
Year 10 Food	1	2	3	4	5	6
Topic Summary	Food legislation and food provenance, Food preparation, cooking skills and techniques		Technical skills. Food groups, key nutrients and a balanced diet, factors affecting food choice		Nutritional requirements of different age requirements and health related conditions	
Thinking Hard	Acquiring Knowledge - Understanding how to prepare and present food, specific dishes picked to show this.	Being Creative - Being creative with food, looking at dishes which are around the world, or are made with a particular method. <i>Encouraging pupils to think about</i>	Mastery of Learning - Understanding what food does to our body and how to adapt dishes to a consumer.	Development of Literacy - Understanding key terms linked to food science and investigations	Acquiring Knowledge - Developing skills for year 11 understanding theory knowledge that links with practical skills.	Mastery of learning - Understanding core food skills set by NCFE following a brief.
Developing Character	Self Assurance - Following visual methods and regular assessment methods to promote skills learnt.	Kindness - Promoting kindness to each other, positive feedback.	Grit - Understanding types of food/ special diets/ food choices of different people.	Curiosity - Food investigations/ understanding the importance of function of ingredients.	Grit - showing determination and grit in practical assessments	Curiosity - Understanding how to adapt and develop dishes.
Understanding Diversity	No Limits to your destination - Encouraging pupils to extend their practical skills IE decorating, adding their own flavours or <i>bringing in additional ingredients</i>	Acquiring Cultural Capital - Looking into cultural dishes/ beliefs and diets and food sourced from England.	Awareness of where you live - links to people around us, IE medical/religious/diets/illness. What can be bought in the supermarket?	Being a world citizen - testing out different ingredients that are sourced from different places/countries.	No Limits to your destination - Trying new skills	Awareness of where you live - sourcing ingredients/costing of ingredients.
Literacy Reading, Oracy	Reading - Step by step methods and routines with equipment/Exam question book	Literacy - Research into food around the world and the UK, key terms looked at in relation to practice exam questions. Also looking into how food is produced, where it comes from and conditions.	Reading - Research into food choice/ revision and exam questions.	Literacy - scientific reactions to food.	Literacy - skills and technical skills on AQA	Literacy - working with key terms sections from AQA that link to skills within all dishes.
Gatsby, Careers	The food industry is one of the biggest on the planet and there is huge variety of roles from: growing crops to gathering; transporting food to processing and packaging; distribution to shops, restaurants and homes; how the food is then	The food industry is diverse in job opportunities from manufacturing, quality, research & development, sales, marketing, teaching or in preparation and is global in all aspects https://www.bbc.co .	Dietitians diagnose and treat people with nutrition problems, and help people make healthy lifestyle and dietary decisions		Story about a Caterer in the RAF- Catering for different people https://icould.com/stories/jessica-c/	
Inclusivity	Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons	
Mental and Physical Well-being	Mental - Positive assessment in lessons WWW/EBI for pupils work physical examples at the end of the practical lessons.	Physical - Star baker - promoting positive skills and workers each week. Instagram page show cases pupils work each week!	Mental - Links to what we eat and mental health, having a positive outlook/ the effects of exercise on the body.	Physical - investigations in groups and working together.	Mental - working with food, satisfaction of cooking and learning new skills.	Mental - building confidence through group and independent practicals.
Cross-Curricular Links	Maths - weighing/measuring	Geography - food miles/carbon footprint	Geography - around the world/ diets/ social media	Science - links to investigations	Maths - weighing measuring	MFL - briefs from other countries IE international food.
Extra-Curricular Links	Black History Month - Linking different cooking methods to countries/cultures.	Anti Bullying Week - Developing knowledge into other cultures as well as the UK.	Random Acts of Kindness - Star baker/ self assessment of dishes	International Women's day - homework based on women in the food industry/famous scientists.	World day for Cultural Diversity - Understanding food culture.	Pride Month - Dishes representing diversity and individuality.
RSHE	Group work - showing high quality skills in groups, working together.	SMSC - how is food prepared in different countries? Is it local / imported?	Culture - Understanding relationships with different foods/diets and cultures and link to section 5 of food theory	Relationships - working with others in groups	SMSC - looking at food that originates from different countries.	SMSC - exam conditions for trial lessons.
Extended learning checks		Whole school assessment				Whole school assessment

Precise Learning Endpoints. We want students to learn/be able to:	1. Explain what food preparation means. 2. Show evidence of food routines in the kitchen. 3. Demonstrate food preparation skills. 4. To develop presentation skills when preparing different foods.	1. Explain the difference between local and imported food. 2. Give examples of how food can be made. 3. Explain what a carbon footprint is. 4. Give examples different diets and food choices.	1. Name and explain the 6 different food groups. 2. Explain what food does to our bodies. 3. Understand why we eat particular food groups in our diet. 4. Adapt our meals to different consumers.	1. Explain what a raising agent is. 2. Explore chemical and biological processes. 3. Use keywords in line with raising agents. 4. Experiment and use raising agents in dishes.	1. To follow a brief given by NCFE. 2. Explain and give examples of Italian food. 3. To show and follow technical skills in practical lessons. 4. Summarise skills and explain how a practical dish can be improved.	1. Explain what a brief is. 2. To follow a method and independently cook a range of dishes that link to a brief. 3. Plan and prepare and cook an independent practical in an exam setting.
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Food and Nutrition	Autumn Term		Spring term		Summer term	
Year 11 Food	1	2	3	4	5	6
Topic Summary	Recipe amendment, development and evaluation	Menu and action planning for completed dishes	Final Revision for exam			
Thinking Hard	Development of Literacy - Showing links between literacy terms given for recipes , using specific and linked terminology in coursework.	Acquiring knowledge - Developing a high quality level knowledge about pasta, using research sources to develop an understanding of function of ingredients, methods and additional testing we can complete	Acquiring knowledge - going over knowledge from year 10, food books purchased			
Developing Character	Self Control - Showcasing control and thoughtfulness when planning and completing practical exams.	Optimism - Showing independence in groups and on your own through controlled assessments.	Optimism - Developing exam techniques and revision techniques.			
Understanding Diversity	Respecting Human Rights - Research into Italy and Pasta. Ingredients from around the world.	Being a world Citizen - Links to where pasta comes from and how different shapes, flavours and colours can link to different countries and regions.	Respecting Human Rights - respecting others and working with others to revise.			
Literacy Reading, Oracy	Literacy - Link to key words and scientific terms in pasta ingredients and function.	Oracy - Using correct terms to develop coursework and knowledge around pasta.	Literacy - key terms for GCSE exam.			
Gatsby, Careers	Following Whole school Job of the week while NEA progresses.					
Inclusivity	Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons		Expectations of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language. Step by step guides for practical lessons			
Mental and Physical Well-being	Mental - Developing the same dish several times but testing out different alterations, showing perseverance within practical preparations.	Working with others - Showing a high level of working with others in groups and with NEA practical investigations.	Mental - short exam techniques and guides to help prepare each pupil			
Cross-Curricular Links	Science - Scientific terms and ways of showing results and data based on investigations.	Science - Understanding the chemical properties of pasta and how ingredients add to its texture and properties.	SMSC - brief on other cultures/ food choice embedded in exam.			
Extra-Curricular Links	Black History Month - Testing out different dishes to do with a range of different countries.	Anti Bullying Week - Working with others/ Assessment during lesson/Positives/Negatives	World day for Cultural Diversity - Food choice/ Fairtrade			
RSHE	Healthy relationships - Working with others in revision techniques	Positive relationships - Positive praise and comments when marking NEA 1 work.	Google classroom - revision support			
Extended learning checks		NEA Completion				
Precise Learning Endpoints. We want students to learn/be able to:	Completion of NEA. 1. Prepare research note for set topic 2. Amend a recipe to set brief 3. Plan and prepare a two course menu 4. Plan and cook a health related desert.		1. Revisit and obtain knowledge from year 10. 2. Develop key terms and revision techniques. 4. Show high quality revision and dedication.			